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ABSTRACT

Rough Rock Demonstration School, noted for innovative programs and community control and participation in operations, has encouraged other Indian communities to establish educational institutions and to form organizations interested in education. Rough Rock continues to expand its facilities and innovative programs. Secondary grades are being added 1 grade per year until the first seniors graduate in June of 1974. An Office of Economic Opportunity grant will be used to construct homes for teachers in various camps in the area so that employees of the school will participate in community life and so that local citizens will realize the potential of upgrading their living facilities. Classroom aides are participating in a Career Opportunities Program and are working toward becoming teachers. Plans are under way for a continuing evaluation of the school designed to assist learning rather than to point up failures. A nursery school, kindergarten, and child-care center have recently been established. An environmental sciences laboratory was recently completed. (JH)

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REMARKS CONCERNING ROUGH ROCK DEMONSTRATION SCHOOL

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A SPEECH

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SECTION I

INTRODUCTION

In my capacity as Director of Rough Rock Demonstration School, on the Navajo Indian Reservation, I have occasion to speak to many groups, emphasizing various aspects of our school's program. It gives me especial pleasure today to speak to this distinguished audience not on this, that, or the other segment of our program, but of the *entire* undertaking at Rough Rock.

SECTION II

INFLUENCE OF ROUGH ROCK

As most of you probably know, Rough Rock Demonstration School is predicated upon the assumption that American Indian people are capABLE of assuming responsibility for the operation of educational institutions serving their children. The idea of Indians being a remnant of the days of the buffalo and pioneers which even today needs, for some inexplicable reason, to be sheltered from American life in the twentieth century is categorically rejected.

I. THE PRESENCE

It was assumed, and most rightly so, that Indian people can and will involve themselves deeply in the education of their children from elementary through higher education if they were given an opportunity to do so in a meaningful fashion i. e. if the actual decision making powers could ever be wrenched loose from the well intentioned but often ill informed people who, hitherto, have made Indian education their own particular province in which to attempt to establish expertise.

As always there was a plethora of nay sayers who could find innumerable reasons why such an experiment should not take place at all (or if that were not acceptable)

SHOULD NOT TAKE PLACE NOW (OR IF THAT WERE NOT ACCEPTABLE) SHOULD NOT TAKE PLACE WITH ABSOLUTE FREEDOM FOR INDIAN PEOPLE TO OPERATE THEIR OWN SCHOOLS. THERE WERE ARGUMENTS THAT OTHER GROUPS IN THE COUNTRY HAVE MUCH GREATER DEGREES OF ACADEMIC SOPHISTICATION AND HAVE HAD DIFFICULTIES OPERATING THEIR SCHOOLS, ERGO INDIAN PEOPLE WOULD HAVE UNFATHOMABLE PROBLEMS. THERE EVEN WERE ARGUMENTS THAT THE PROGRAM WAS IN SOME WAY A GIGANTIC HOAX: THAT INDIAN PEOPLE WERE NOT IN FACT TO BE ALLOWED TO OPERATE THEIR OWN SCHOOL AND, FINALLY, WHEN IT BECAME EVIDENT THAT THE SCHOOL IS INDEED A SUCCESS, WE CAN EXPECT THE ARGUMENT THAT THE WHOLE THING DOESN'T MATTER AFTER ALL.

ROUGH ROCK DOES MATTER: IT WILL NOT BE SHRUGGED OFF AS AN ABBERATION, A FLUKE OF SUCCESS, OR AN INSIDIOUS PROPAGANDA PLOY. BUT LET US GET TO SPECIFICS.

ALTHOUGH LITTLE REFERRED TO, PROBABLY ONE OF THE MOST IMPORTANT ACCOMPLISHMENTS OF ROUGH ROCK DEMONSTRATION SCHOOL HAS BEEN TO INFUSE INTO INDIAN EDUCATION IN GENERAL, AND INTO NAVAJO EDUCATION IN PARTICULAR, A REFRESHING SPIRIT OF COMPETITION THAT HAS SO LONG BEEN MISSING.

OUR SCHOOL HAS NEVER, I WILL BE QUITE FRANK TO ADMIT, BEEN ONE TO CONCEAL ITS ACHIEVEMENTS FROM THE GENERAL PUBLIC. WE HAVE ALWAYS BEEN STRONGLY ORIENTED TO SPREADING THE WORD OF THE ACCOMPLISHMENTS OF NAVAJOS AT

ROUGH ROCK IN THE HOPES OF INSPIRING OTHER TRIBAL GROUPS TO ATTEMPT TO REALIZE GREATER CONTROL OF THEIR OWN EDUCATIONAL DESTINIES.

THINGS HAPPEN AT ROUGH ROCK AND WE ARE NOT BASHFUL ABOUT SAYING SO. MOST HAPPILY, WE FIND IT NECESSARY TO CONTINUALLY IMPLEMENT NEW IDEAS, AS WHAT WAS ESPECIALLY NEWSWORTHY FOUR YEARS AGO HAS NOW BECOME COMMONPLACE AS OTHER SCHOOLS TOO ATTEMPT TO *keep up with the Jones'* AS IT WERE. IT CANNOT BE OVER EMPHASIZED THAT SUCH A SPIRIT OF COMPETITION IS LIKE A BREATH OF FRESH AIR IN THE EDUCATIONAL MILIEU OF THE RESERVATION. ROUGH ROCK HAS NO MONOPOLY ON INNOVATIONS -- ROUGH ROCK HAS NO CORNER ON DESIRABLE CHANGES, THIS HAS BEEN PROVED TIME AND TIME AGAIN DURING THE YEARS OUR SCHOOL HAS BEEN IN OPERATION AS OTHER COMMUNITIES AND GROUPS SHOW THAT THEY TOO ARE JUST AS CAPABLE OF FUNCTIONING RESPONSIBLY AS DO THE PEOPLE OF ROUGH ROCK. THUS OUR SCHOOL'S VERY EXISTENCE HAS SERVED AS A GOAD FOR USE AGAINST THE COMPLACENCY WHICH CAN SETTLE DOWN OVER ANY ENTERPRISE WHEN THE SPIRIT OF COMPETITION IS ABSENT OR MINIMIZED.

TRUE AS THESE REMARKS ARE, YOU WHO DO NOT HAVE THE PRIVILEGE OF LIVING ON THE RESERVATION MAY DESIRE CONCRETE EXAMPLES OF WHAT I'M TALKING ABOUT. LET ME PROVIDE A FEW.

II. NAVAJO COMMUNITY COLLEGE

COMING INTO BEING A COUPLE OF YEARS AFTER ROUGH ROCK'S EXPERIMENT WAS ESTABLISHED, THE NAVAJO COMMUNITY COLLEGE BECAME THE FIRST JUNIOR COLLEGE LOCATED ON AN INDIAN RESERVATION IN THE UNITED STATES.

THAT SUCH AN INSTITUTION WAS NEEDED HAD LONG BEEN A TENET HELD BY TRIBAL OFFICIALS AND PROMINENT LEADERS. WHEN THE FINANCIAL POTENTIAL PRESENTED ITSELF THROUGH THE OFFICE OF ECONOMIC OPPORTUNITY'S POVERTY PROGRAM, THE DYNAMIC LEADERSHIP OF DR. ROBERT ROESSEL WAS ALLOWED TO WORK IN CONJUNCTION WITH THE NAVAJO PEOPLE IN BRINGING ABOUT WHAT HAD HITHERTO BEEN ONLY A DREAM TO BE REALIZED IN THAT EDUCATIONAL MILLENNIUM THAT WILL COME WHEN EVERYTHING IS JUST RIGHT FOR NAVAJO PEOPLE TO *come of age*.

PREDICATED UPON THE SAME PRINCIPLES AS IS ROUGH ROCK DEMONSTRATION SCHOOL I. E. THAT THE NAVAJO PEOPLE CAN, AND SHOULD, CONTROL THEIR OWN EDUCATIONAL INSTITUTIONS AND THAT THE ABILITY OF THE TRIBAL MEMBERS IS SUFFICIENT TO DO SO WITHOUT IN ANY WAY IMPAIRING THE QUALITY OF EDUCATION THAT THEIR OFFSPRING ACQUIRE, THE NAVAJO COMMUNITY COLLEGE IN EFFECT PROVIDED A VERY SIMILAR TYPE OF EDUCATION TO THEIR CLIENTELE AS DOES OUR SCHOOL ON THE ELEMENTARY LEVEL.

WHICH BRINGS US TO THE GAP IN EDUCATIONAL OPPORTUNITY THAT NOW CONCERNS US MOST DIRECTLY AT ROUGH ROCK AND IS BEING RESOLVED IN THE RAMAH (NEW MEXICO) NAVAJO COMMUNITY.

III. RAMAH HIGH SCHOOL

ADMITTEDLY MUCH OF THE DYNAMIC LEADERSHIP FOR BOTH ROUGH ROCK AND THE COMMUNITY COLLEGE ORIGINATED WITH PERSONNEL CONNECTED WITH THE ROUGH ROCK PROJECT. IN RAMAH WE FIND A DIFFERENT SITUATION WHERE LOCAL PEOPLE WHO HAD BEEN TOTALLY UNCONNECTED WITH ROUGH ROCK UTILIZED OUR EXPERIENCES TO THEIR ADVANTAGE AND HAVE BEEN ABLE TO ESTABLISH A LOCALLY CONTROLLED HIGH SCHOOL.

ALTHOUGH THE PEOPLE OF RAMAH CONSULTED OUR COMMUNITY LEADERS AS TO THEIR EXPERIENCE WITH THE DEMONSTRATION SCHOOL, AND ALTHOUGH WE HAVE HAD THE PLEASURE OF WORKING WITH THE RAMAH GROUP IN MATTERS ON WHICH THEY REQUESTED ASSISTANCE, THERE ARE NO LEGAL TIES BETWEEN THE TWO SCHOOLS: EACH IS A SEPARATE ENTITY WITH A CLOSE ALLIANCE OF INTEREST IN NAVAJO EDUCATION.

WITH A FIRM COMMITMENT FROM THE BUREAU OF INDIAN AFFAIRS FOR BASIC FUNDING FOR THEIR HIGH SCHOOL PROGRAM, RAMAH NOW IS IN THE PROCESS OF GETTING READY TO OPEN THEIR OWN SECONDARY SCHOOL IN THE FALL OF L970. WE CANNOT HELP BUT FEEL THAT THE CLIMATE AND EXPERIENCES ENGENDERED AND

ENCOUNTERED BY ROUGH ROCK HAS BEEN SIGNIFICANT IN INFLUENCING THIS GROUP OF NAVAJOS TO TAKE SUCH A SIGNIFICANT STEP FOR THE WELFARE OF THEIR OWN YOUTH.

IV. ZUNI

FROM A SMALL BEGINNING, WE NOW CAN POINT WITH EQUAL PRIDE TO A LOCALLY CONTROLLED HIGH SCHOOL AND JUNIOR COLLEGE ON THE RESERVATION. IS THERE THEN ANY PHASE OF EDUCATION THAT NAVAJOS ARE NOT CAPABLE OF OPERATING? WE THINK NOT. BUT THE SPIRIT OF INDIAN COMPETENCY IN MANAGING THEIR OWN AFFAIRS HAS NOT STOPPED THERE. JUST RECENTLY IT WAS ANNOUNCED THAT THE ZUNI PUEBLO, ACTING UNDER THE PROVISIONS OF AN 1834 LAW, WILL ASSUME TOTAL CONTROL OF ALL FUNCTIONS ON THEIR RESERVATION PREVIOUSLY PERFORMED BY THE UNITED STATES GOVERNMENT THROUGH ITS BUREAU OF INDIAN AFFAIRS.

HERE IS PERHAPS THE MOST SPECTACULAR ACHIEVEMENT IN THE GROWTH OF THE CONCEPT OF INDIAN WORTHINESS AND READINESS FOR RESPONSIBILITY THAT HAS COME ALONG IN SOME TIME. NOT ONLY IN EDUCATION, BUT IN LAND MANAGEMENT, PURCHASING, ROADS, AND THE MYRIAD OTHER AREAS IN WHICH THE BIA HAS FORMERLY BEEN INVOLVED, THE ZUNI TRIBE IS NOW TAKING OVER. CAN ANYONE DOUBT THAT WHAT THE ZUNI'S CAN DO OTHERS CAN DO? NOT VERY LIKELY -- WE ANTICIPATE THIS

DEVELOPMENT TO BE ONE WHOSE IMPORTANCE IS OF THE GREATEST MAGNITUDE.

V. DINE BIOLTA ASSOCIATION

BUT LET'S GET BACK TO THE ROUGH ROCK COMMUNITY. ANY INSTITUTION AS WELL KNOWN AS ROUGH ROCK DEMONSTRATION SCHOOL CAN EXPECT TO ATTRACT ALL KINDS OF PEOPLE: THOSE SINCERELY INTERESTED IN THE NEW AND EXCITING CONCEPTS UNDER WHICH THE SCHOOL OPERATES; THOSE WHO ARE MERELY CURIOSITY SEEKERS; THOSE WHO ARE FAR REMOVED FROM ANY SENSE OF REALITY AS TO WHAT IS TAKING PLACE AT THE SCHOOL; AND, FINALLY, THOSE LILLIPUTIANS WHO ARE INSPIRED BY MUCH THE SAME MOTIVE AS SOME OF THE FIRST SETTLERS IN CALIFORNIA WHEN THEY CAME UPON REDWOOD TREES: "LET'S CUT IT DOWN".

SEEKING TO BROADEN THE EFFECTIVENESS OF THE CONCEPT MOTIVATING ROUGH ROCK, THE DINE BIOLTA ASSOCIATION WAS FORMED IN NOVEMBER, L969. THIS ORGANIZATION OF NAVAJO PEOPLE EITHER WORKING IN THE FIELD OF EDUCATION OR ESPECIALLY INTERESTED IN IT, DRAWS ITS MEMBERSHIP FROM SUCH DIVERSE GROUPS AS ROUGH ROCK DEMONSTRATION SCHOOL, PUBLIC SCHOOLS, THE BUREAU OF INDIAN AFFAIRS, THE UNITED STATES PUBLIC HEALTH SERVICE, AND OTHER GROUPS BOTH ON AND OFF THE RESERVATION.

ITS PRIMARY raison d'être IS TO PROVIDE A MEDIUM THROUGH WHICH NAVAJO PEOPLE CAN BRING THEIR EXPERTISE TO BEAR ON PROBLEMS IN NAVAJO EDUCATION. WITHOUT EXCLUDING OTHERS FROM THE GROUP BECAUSE OF LACK OF MEMBERSHIP IN THE NAVAJO TRIBE, THIS GROUP DOES PREDICATE ITS ACTIONS ON THE SUPERIOR EFFICACY OF NAVAJO PEOPLE TO SOLVE NAVAJO PROBLEMS.

THE INFLUENCE OF THE PREMISES UPON WHICH ROUGH ROCK IS FOUNDED CAN BE UNMISTAKEELY SEEN IN THE STATEMENT OF PRESIDENT NED HATATHLI OF THE NAVAJO COMMUNITY COLLEGE WHEN HE COMMENTED AT THE DINE BIOLTA ASSOCIATION CONFERENCE IN THE SPRING OF 1970 THAT:

> *The Navajo people must not only figure in the solution to problems, but also must figure in determingiy the problems. By 1980, we do not think there will be a single school on the reservation not controlled by the Navajo people.*

VI. ROCK POINT

ENGAGED IN EXPERIMENTAL ACTIVITIES WITH ROCK POINT CHILDREN BEFORE ROUGH ROCK DEMONSTRATION SCHOOL CAME INTO BEING, ROCK POINT IS A BUREAU OF INDIAN AFFAIRS SCHOOL WHOSE DYNAMIC PRINCIPAL FOUND WAYS TO WORK THROUGH THE BUREAU APPARATUS IN HELPING THAT COMMUNITY EFFECT DESIRABLE CHANGES.

IF THE SCHOOL PREDATES ROUGH ROCK, HOW DO WE PRESUME

TO FEEL THAT OUR INFLUENCE HAS HELPED IT? SIMPLY THROUGH OUR BEING, ROCK POINT, WHICH HAS DONE ITS GOOD WORK WITH A MINIMUM OF PUBLICITY, CAME MORE TO THE FORE AND HAD ITS GOOD WORKS RECOGNIZED BY THOSE WHO WOUL, LACKING THE ROUGH ROCK STIMULUS, KNOW AND CARE LITTLE ABOUT THIS SCHOOL.

WE ARE HAPPY TO NOTE THAT CONTROVERSIES OVER OUR SCHOOL HAVE GIVEN ROCK POINT MUCH DESERVED LAUDATORY PUBLICITY; IT IS ONLY REGRETTED THAT SUCH COULD NOT HAVE COME ABOUT SOLELY BECAUSE OF THE ABUNDANT MERITS OF THEIR PROGRAM. THEY HAVE MUCH IN WHICH TO TAKE PRIDE, WE REJOICE IN THEIR PRAISE -- THEY DESERVE EVERY BIT OF IT.

WHAT SIGNIFICANCE DOES ROUGH ROCK HAVE, ASIDE FROM THE BEARING IT HAS ON ITS OWN COMMUNITY? WHAT INFLUENCE HAS IT EXERTED ON INDIAN EDUCATION AS A WHOLE? WE BELIEVE THE WORK AT THE COMMUNITY COLLEGE IN MANY FARMS, THE HIGH SCHOOL NOW BEING ESTABLISHED AT RAMAH, THE FORMATION OF THE DINE BIOLTA ASSOCIATION, AND THE WORK OF THE ROCK POINT SCHOOL HAVE ALL BEEN INFLUENCED BY THE EXAMPLE THAT ROUGH ROCK HAS SET OF NAVAJO PEOPLE BEING ABLE TO ACCOMPLISH THINGS.

WE POINT TO THESE SISTER ORGANIZATIONS WITH PRIDE. THE PART OUR SCHOOL HAS HAD IN THEIR ESTABLISHMENT AND/OR SUCCESS WE WOULD MINIMIZE AND FREELY ACCORD ALL ACCOLADES TO THE PEOPLE OF THE RESPECTIVE COMMUNITIES IN WHICH THEY

ARE LOCATED. WE DO, HOWEVER, TAKE A FRATERNAL INTEREST IN THEIR SUCCESSES AND REJOICE WITH THEM IN THEIR ACCOMPLISHMENTS.

SECTION III

AREAS OF CONTINUING GROWTH

In this rapidly changing world, resting on one's laurels is not only a fatuous occupation, but one which soon leaves the person or organization attempting it quite out of the mainstream of what is happening. So with Rough Rock, what was accomplished four years ago, two years ago, or even six months ago must be set aside and give way to the accomplishments of the present.

Without constant attendance upon any of the exciting new educational ventures previously cited, a person soon becomes hopelessly outdated as to what is going on. With your permission I will attempt to bring you up to date as to progress now being made in several areas at our school.

I. SECONDARY EDUCATION

Although Ramah High School will open this fall, the need for expanded secondary school facilities on the reservation is great and yearly becoming more acute.

Rough Rock, therefore, proposes to establish a nascent high school with the addition this year of the ninth grade and the successive addition of a grade a year until we graduate our first seniors in June, 1974.

IF OUR EDUCATIONAL SYSTEMS ON THE NAVAJO RESERVATION SUFFER A DEGREE OF HIDEBOUNDNESS WHICH INHIBITS INNOVATION AND EXPERIMENTATION ON THE ELEMENTARY LEVEL, HOW MUCH MORE SO MUST BE THE CASE ON THE SECONDARY LEVEL. PUBLIC ELEMENTARY SCHOOLS HAVE EXPANDED INTO HIGH SCHOOL WORK IN THAT PORTION OF OUR COUNTY IN WHICH THE RESERVATION LIES FOR THE SIMPLE REASON THAT THE NON-INDIAN POWER STRUCTURE WILL NOT PERMIT A REGULAR PUBLIC HIGH SCHOOL ON THE RESERVATION.

HOW MUCH MORE DOES IT BEHOOVE US TO PROFFER HIGH SCHOOL WORK TO OUR STUDENTS AS A CONTINUATION OF THE PHILOSOPHY OF EDUCATION THEY HAVE STUDIED UNDER DURING THEIR ELEMENTARY CAREER? WE ARE NOT ENCUMBERED BY RULES AND REGULATIONS WHICH ARE BOTH INAPPROPRIATE AND INSUFFICIENT FOR OPTIMAL SECONDARY SCHOOL EDUCATION ON THE NAVAJO RESERVATION. OUR ONLY RESTRICTION ON INNOVATION IS THE APPROVAL OF OUR COMMUNITY AS TO THE WODDOM OF SUCH NEW WAYS AND MEANS OF EDUCATION. WE ANTICIPATE OUR HIGH SCHOOL WITH AN ESPECIAL KEENNESS GO GET ABOUT THE BUSINESS OF EXPANDING LOCALLY CONTROLLED EDUCATIONAL OPPORTUNITIES FOR OUR PEOPLE.

II. COMMUNITY DEVELOPMENT

FROM THE BEGINNING OF OUR SCHOOL, THE COMMUNITY

DEVELOPMENT DEPARTMENT HAS BEEN ONE ILL UNDERSTOOD BY MOST EDUCATORS WHO HAVE VISITED US. EVEN PERSONS KNOWLEDGEABLE IN THE SPECIALITY OF COMMUNITY DEVELOPMENT HAVE OFTEN BEEN UNABLE TO DRAW VALID CONCLUSIONS BECAUSE OF A LACK OF KNOWLEDGE OF THE NAVAJO WAY OF LIFE, CUSTOMS, TRADITIONS, AND BELIEFS WHICH STRONGLY INFLUENCE BOTH CONTENT AND METHODS.

WITH NAVAJO PEOPLE BRINGING TO BEAR THEIR KNOWLEDGE AND ABILITY ON NAVAJO PROBLEMS, WE NOW FEEL THAT PROSPECTS ARE LOOKING BETTER FOR SOLID ACHIEVEMENT.

THE MOST CURSORY EXAMINATION OF THE RESERVATION WILL CONVINCE EXPERT AND NEOPHYTE ALIKE THAT A MOST PRESSING NEED IS FOR IMPROVEMENT IN HOUSING. THIS COMES AS NO SURPRISE TO NAVAJO PEOPLE: BETTER THAN ANYONE THEY CAN TELL YOU OF THE RESENTMENT ENGENDERED BY GRINDING POVERTY WHICH FORCES CHILDREN TO BE REARED IN EXTREMELY POOR CONDITIONS.

AT THOSE *forts in the wilderness* THAT THE BUREAU OF INDIAN AFFAIRS AND PUBLIC HEALTH CONSTRUCT TO HOUSE THEIR EMPLOYEES, OUR NAVAJO PEOPLE CAN, USUALLY, ONLY LOOK AND WONDER. WHO WOULDN'T LIKE TO HAVE ELECTRICITY, RUNNING WATER, AND SANITARY FACILITIES? BUT ATTEMPTING TO SECURE SUCH AWAY FROM THE ENCLAVES OF MOSTLY NON-NAVAJOS WHO LIVE IN BIA AND PHS HOUSING IS WELL NIGH IMPOSSIBLE.

ALMOST, BUT NOT QUITE: THIS SUMMER WE ARE PLANNING TO USE A GRANT FROM THE OFFICE OF ECONOMIC OPPORTUNITY TO CONSTRUCT SIX SMALL HOMES IN VARIOUS CAMPS IN THE ROUGH ROCK COMMUNITY WHICH WILL THEN BECOME THE PROPERTY OF A PERSON IN THAT CAMP UNDER THE RESTRICTION THAT THE UNIT HAS TO BE RENTED TO A SCHOOL EMPLOYEE. BY SITUATING THIS NASCENT HOUSING DEVELOPMENT WHERE THE PEOPLE ARE, WE EXPECT TO GAIN TWO THINGS:

(1) OUR EMPLOYEES WILL HAVE A BETTER IDEA OF COMMUNITY LIFE AT ROUGH ROCK AND

(2) OUR LOCAL PEOPLE WILL REALIZE THE POTENTIAL OF UPGRADING THEIR CURRENT HOMES WITH ELECTRICITY, WATER, AND SANITARY FACILITIES.

IT SHOULD BE EMPHASIZED THAT THE OEO GRANT DID NOT COME TO US OUT OF THE BLUE. NO ONE STOPPED BY THE SCHOOL WITH THE MONEY BURNING A HOLE IN HIS POCKET AND FORCED IT UPON US: NAVAJO PEOPLE PREPARED, PRESENTED, AND JUSTIFIED THE PROPOSAL IN COMPETITION WITH ALL OTHER GROUPS SEEKING OEO MONEY. SUCH IS TYPICAL OF OUR PRESENT COMMUNITY DEVELOPMENT PROGRAM: IN PARTNERSHIP WITH THE COMMUNITY WE MOVE AHEAD.

III. CAREER OPPORTUNITIES

THROUGH CONSTANT IN-SERVICE TRAINING, CAREERS IN MORE RESPONSIBLE ROLES IN THE EDUCATIONAL PROCESS ARE OPENING UP TO OUR LOCAL PEOPLE.

FOUR PERSONS WHO HAVE BEEN CLASSROOM AIDES SINCE THE SCHOOL STARTED IN L966, ARE JUST COMPLETING A YEAR OF STUDY UNDER THE UNITED STATES OFFICE OF EDUCATION'S CAREER OPPORTUNITIES PROGRAM AT ARIZONA STATE UNIVERSITY.

THROUGH INTENSIVE ACADEMIC WORK AND PRACTICAL EXPERIENCE, THESE INDIVIDUALS ARE BOTH MORE VALUABLE IN THEIR CONTINUING ROLE AS AIDES, AND HAVE NOW SECURED A FOOTHOLD ON THE PATH TOWARD BECOMING ELEMENTARY SCHOOL TEACHERS IN THEIR OWN RIGHTS. HERE IS NO PIE IN THE SKY THEORY BUTTRESSED WITH INORDINATE PUBLICITY AND PRØMISES, PROMISES. HERE IS A PROGRAM ENTAILING HARD WORK AND PERSONAL SACRIFICE ON THE PART OF LOCAL PEOPLE DESIRING TO PROGRESS IN THEIR ABILITY TO BENEFIT BOTH THEMSELVES AND THE CHILDREN AND ADULTS OF ROUGH ROCK COMMUNITY.

IV. LONGITUDINAL EVALUATION

WHENEVER THE WORD *evaluation* REARS ITS HEAD AT ROUGH ROCK IT IS GREETED WITH MIXED EMOTIONS, RANGING FROM SUSPICION TO DOWNRIGHT HOSTILITY. ALTHOUGH THE

SCHOOL HAS NEVER LOST FUNDING BECAUSE OF ADVERSE PUBLICITY RESULTING FROM EVALUATIVE EFFORTS, WE HAVE HAD SOME EXPERIENCES WHICH HAVE MADE THE SCHOOL BOARD, AND THE STAFF, DUBIOUS OF INSTANT EXPERTS WHO WILL PRODUCE, FOR A SUBSTANTIAL FEE, AN EVALUATION OF THE EFFICACY OF THE SCHOOL IN ACCOMPLISHING ITS MYRIAD GOALS. WE FEEL THAT SUCH SOLOMONS WE CAN DO WITHOUT, AND HAVE TAKEN STEPS TO UNDERTAKE A MORE REASONABLE STUDY OF WHAT IS BEING ACCOMPLISHED WITH AN EYE TO ASSISTING THE COMMUNITY IN IMPROVING THEIR SCHOOL RATHER THAN IN ENHANCING ANYONE'S ACADEMIC REPUTATION.

THE FIRST PHASE OF OUR LONGITUDINAL EVALUATION WILL OCCUR IN 1969-74 AS DR. CHARLES BERNARDONI FROM THE UNIVERSITY OF NEW MEXICO GUIDES OUR STAFF AND NAVAJO CONSULTANTS IN THE INTRICACIES OF A STUDY DESIGNED TO ASSIST LEARNING, NOT TO GLORIFY FAILURE.

BY ACCEPTING THE FACT OF A CONTINUING EVALUATION WHICH WILL PERMIT CHANGES TO BE INSTITUTED WHEN THE NEED IS DISCOVERED RATHER THAN TO MERELY SIT IDLY BY UNTIL SOME MASSIVE TOME IS PRODUCED, ARE WE CONSISTENT WITH OUR BELIEFS THAT THE TEACHING PROCESS SHOULD BE GEARED TOWARD THE POSITIVE: TOWARD LEARNING, RATHER THAN TOWARD THE NEGATIVE: TOWARD FAILING.

V. FOLLOW THROUGH

ALTHOUGH OUR SCHOOL HAS ONLY RECENTLY BECOME ELIGIBLE TO APPLY FOR FUNDS FROM TITLE VII OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (BILINGUAL EDUCATION), WE HAVE BEEN TEACHING ONE SEGMENT OF OUR STUDENT POPULATION IN THE NAVAJO LANGUAGE IN ONE OF THE FEW TRULY BILINGUAL PROGRAMS IN THE NATION FOR INDIAN CHILDREN.

WE VIEW IT MORE THAN A COINCIDENCE THAT THE BUREAU OF INDIAN AFFAIRS HAS NOW MADE A START IN PROVIDING SUCH BILINGUAL-BICULTURAL EDUCATION IN KINDERGARTENS ON THE RESERVATION: WE DO FEEL THAT OUR PROGRAM HAS POINTED OUT THE FEASIBILITY OF SUCH INSTRUCTION TO THEM. THE ONLY COMPLAINT WE HAVE OF THEIR EFFORTS IS THEIR OWN LAMENT THAT THEY DO NOT HAVE FACILITIES AND TEACHERS FOR EVERY KINDERGARTEN AGE CHILD WHO WISHES TO AVAIL HIMSELF OF THIS OPPORTUNITY.

BUT BACK TO ROUGH ROCK'S PROGRAM: FROM KINDERGARTEN THROUGH THE SECOND GRADE, NAVAJO IS THE PRIME MEDIUM OF INSTRUCTION WITH ENGLISH TAUGHT AS A SECOND LANGUAGE IN REGULARLY SCHEDULED, AND STRUCTURED, CLASSES. THEN IN THE THIRD GRADE THE TRANSITION IS MADE TO INSTRUCTION IN ENGLISH WITH NAVAJO THE OTHER LANGUAGE OF USE.

IN ADDITION TO LANGUAGE USAGE, NAVAJO CULTURE IS

STRONGLY EMPHASIZED IN OUR FOLLOW THROUGH GROUP AS A MEDIUM THROUGH WHICH THE SCHOOL CAN DEMONSTRATE TO THE CHILDREN THE WORTHINESS OF BOTH CULTURES. BY HAVING BILINGUAL TEACHERS (WHO ARE ALSO BICULTURAL IN VARYING DEGREES), OUR STUDENTS COME TO THE REALIZATION THAT HERE IS NOT JUST SO MUCH IDLE TALK: BEING NAVAJO IS SOMETHING IN WHICH ONE CAN TAKE LEGITIMATE PRIDE AND CAN SECURE GENUINE ACCEPTANCE FROM NON-NAVAJOS.

VI. PRESCHOOL EDUCATION

AS A RESULT OF COMMUNITY NEED, OUR SCHOOL'S NURSERY SCHOOL, KINDERGARTEN, AND CHILD CARE CENTER PROGRAMS HAVE COME INTO EXISTENCE.

ALTHOUGH THE OFFICE OF NAVAJO ECONOMIC OPPORTUNITY AT ONE TIME FUNDED A HEAD START UNIT IN ROUGH ROCK, SUCH HAS BEEN DISCONTINUED AS THE LOCAL PEOPLE MOVED TO INCORPORATE BOTH NURSERY SCHOOL AND KINDERGARTEN INTO THE TOTAL SCHOOL PROGRAM. THE RESPONSE OF THE CHILDREN TO THESE OPPORTUNITIES HAS BEEN SUCH THAT OUR NURSERY SCHOOL HAS ALWAYS HAD TO TURN AWAY APPLICANTS FOR SHEER LACK OF SPACE FOR THEM.

THE CHILD CARE CENTER, FORMED IN THE SPRING OF 1970, IS A COOPERATIVE VENTURE OF THE LOCAL PARENTS THEMSELVES WHO HAVE CONSTITUTED THEIR OWN CHILD CARE CENTER GOVERNING

BOARD AND WHO ACT WITH A DEGREE OF INDEPENDENCE FROM OUR LOCAL SCHOOL BOARD.

VII. DINE, INC.

AS MORE AND MORE SCHOOLS EXPLORE THE POSSIBILITY OF BECOMING TRULY LOCALLY CONTROLLED INSTITUTIONS, EITHER WITHIN OR WITHOUT THE FRAMEWORK OF DINE, INC., OUR PARENT CORPORATION, WE SEE THE NEED FOR DINE TO ASSUME A GREATER IDENTITY OF ITS OWN.

UP TO THIS TIME THE STAFF AT ROUGH ROCK HAS TAKEN UPON THEMSELVES THE TASK OF PROMULGATING THE CONCEPTS ON WHICH OUR SCHOOL IS FOUNDED AND REPLYING TO QUERIES FOR INFORMATION AS TO HOW OTHER COMMUNITIES MIGHT EMULATE ROUGH ROCK.

BY THE BEGINNING OF THE 1970-71 FISCAL YEAR WE HOPE TO HAVE DINE, INC. ESTABLISHED AS AN OPERATING ENTITY WHICH CAN UNDERTAKE THE FUNCTIONS OF ASSISTING OTHER STRUGGLING GROUPS TO ACHIEVE ACADEMIC RESPONSIBILITY ON THE LOCAL LEVEL. IT WILL ALSO BE IMPERATIVE THAT DINE BE PREPARED TO FUNCTION AS A COORDINATING AGENCY FOR SUCH MUNDANE MATTERS AS FINANCIAL AFFAIRS FOR OTHER SCHOOLS WHICH MAY JOIN ROUGH ROCK UNDER ITS ADMINISTRATIVE AEGIS.

VIII. PARENTAL INVOLVEMENT

NO SPEECH I MAKE ABOUT ROUGH ROCK DEMONSTRATION

SCHOOL IS COMPLETE WITHOUT A WORD ON PARENTAL INVOLVEMENT. THE *sine qua non* UPON WHICH OUR SCHOOL OPERATES, PARENTS CONTINUE TO FUNCTION AS MEMBERS OF FORMALLY CONSTITUTED GROUPS E. G. THE FOLLOW THROUGH ADVISORY COMMITTEE, THE CHILD CARE CENTER GOVERNING BOARD, THE FUTURES FOR CHILDREN COMMITTEE, AND AS MEMBERS OF THE COMMUNITY VITALLY INVOLVED (MORE VITALLY CONCERNED THAN ANY SO CALLED EXPERT CAN EVER BE) IN WHAT AND HOW THE SCHOOL IS TEACHING AND THE CHILDREN ARE LEARNING.

IX. SCIENCE BUILDING

AS A FINAL EXAMPLE OF WHAT IS TAKING PLACE IN ROUGH ROCK, LET ME CITE THE COMPLETION OF OUR ENVIRONMENTAL SCIENCES LAB WHICH WAS DEDICATED IN APRIL OF THIS YEAR.

NO MASSIVE INFUSION OF CASH PERMITTED US TO UNDERTAKE THIS BUILDING. IT GREW, OVER A TWO YEAR PERIOD, AS A RESULT OF THE EFFORTS OF INNUMERABLE PERSONS, NOT LEAST OF WHOM WERE THE LOCAL COMMUNITY RESIDENTS. OF DISTINCTIVE DESIGN (NO ONE COULD MISS IT), EACH PERSON HERE IS INVITED TO SEE IT WHEN YOU VISIT OUR COMMUNITY. WE AT ROUGH ROCK WOULD BE HAPPY TO HAVE YOU AS OUR GUEST.

X. SUMMARY

IN THESE PAST FEW MINUTES I HAVE ATTEMPTED TO GIVE YOU AN UP TO DATE PICTURE OF WHAT IS GOING ON AT ROUGH ROCK

DEMONSTRATION SCHOOL. SPECIFIC ITEMS HAVE BEEN CITED AS HAVING BEEN INFLUENCED BY THE PRESENCE OF OUR SCHOOL ON THE NAVAJO RESERVATION. IN ADDITION, THE BRIEFEST OF SUMMARIES HAVE BEEN PRESENTED ABOUT CURRENT PROGRAMS.

OF EVERYTHING THAT HAS HAPPENED AT THE SCHOOL AND IS HAPPENING THERE NOW, I CANNOT HELP BUT FEEL THAT ONE OF THE MOST SIGNIFICANT IS THE FEELING WHICH ECHOED THROUGHOUT THE RECENT DINE BIOLTA ASSOCIATION MEETING HELD IN WINDOW ROCK: *Let's do it ourselves.* TO HEAR THESE FOUR WORDS FROM NAVAJOS GATHERED AT THEIR OWN MEETING TO CONSIDER THEIR OWN PROBLEMS HAS BEEN ONE OF THE MOST REWARDING, AND PROMISING, EXPERIENCES WE HAVE HAD THIS YEAR. AT ROUGH ROCK TOO, WE SAY: *Let's do it ourselves.*